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This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

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GOOD STUDIES SOCIAL WEBSITES:

EDSITEMENT
DOCS TEACH
DIGITAL HISTORY
HISTORICAL SCENE INVESTIGATION
LIBRARY OF CONGRESS
TEACHING AMERICAN HISTORY.ORG
READING LIKE A HISTORIAN (free registration)
GILDER LEHRMAN Institute of American History (free registration)
Historical Thinking Matters

John Green US History Crash Course Videos (Nice short videos to either wrap up or kick off a unit of study)
PBS: American Experience (A number of videos are available for online viewing)
America: The Story of US (Teacher’s guide for the series)

Thomas Nast Cartoons
HarpWeek
National Archives – Teaching With Documents
The Smithsonian: Resources for Teaching American History
U.S. History.org
American History Outlines, Charts, Etc
Have Fun With History
Educational Resource
American Rhetoric: Top 100 Speeches
Civics Resources
Civil Rights and Ethnic Education Resources
Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

Primary Source Documents

100 Milestone Documents
Revolution and the New Nation (1754-1820's)  Expansion and Reform (1801-1868)
Civil War and Reconstruction (1850-1877)

USH.1.1 Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

Resources
The Declaration of Independence: An Analytical View
Declaration of Independence
The Declaration of Independence (ConSource)
The Declaration and Natural Rights
Northwest Ordinance (1787)
U.S. Constitution (1787)
Federalist Paper 10 (1787)
Federalist Paper 51 (1788)
Bill of Rights (1791)
Bill of Rights Infographic
Washington’s Farewell Address (1796)
Gilder Lehrman: Washington’s Farewell Address (free registration)
The Alien and Sedition Acts (1798)
Jefferson’s First Inaugural Address (1801)
Marbury v. Madison (1803)
McCulloch v. Maryland (1819)
Indiana Constitution (1816)
Indiana Constitution (1851)

USH.1.2 Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)

Key Terms/Topics
Federalism  Expansion
Sectionalism  Slavery
Nationalism  Liberty vs. Order
States’ Rights

Resources
iCivics: Federalism (free registration)
Federalism: U.S. v. the States
Nationalism and Sectionalism (short video)

USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)

Key Terms/Topics
Nat Turner Rebellion  Dred Scott Decision  Women’s Rights
Compromise of 1820  John Brown’s Raid  Horace Mann – Education
Compromise of 1850  Great Awakening  Reform
Kansas-Nebraska Act  Temperance Movement

Resources
The Second Great Awakening and the Age of Reform Articles
Edsitement Lesson: Slave Narratives
Nat Turner rebellion
Compromise of 1820
Abolitionism in Indiana
Levi Coffin (Indiana)
Compromise of 1850
Kansas-Nebraska Act

EDSITEment Lesson: The Kansas-Nebraska Act of 1854: Popular Sovereignty and the Political Polarization over Slavery
Teach US History.org: Lesson Plan  Kansas-Nebraska Act
Dred Scott v. Sanford (1856)
Teach US History.org: Lesson Plan  Dred Scott
John Brown’s Raid
Temperance movement (Indiana)
Temperance Reform in the Early 19th Century
Women’s Rights Movement
USH. 1.4  Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

**Key Terms/Topics**

**Causes**
- Economic and Social differences between the North and the South
- States versus Federal rights
- The fight between Slave and Non-Slave State proponents
- Growth of abolition movement
- Election of Lincoln

**Lasting Effects**
- Civil War Amendments (13,14,15)
- Lincoln’s Reconstruction Plan
- Johnson’s Reconstruction Plan
- Congressional Reconstruction Plan

**Political Controversies**
- Impeachment of Andrew Johnson
- Black Codes
- Jim Crow laws
- Election of Rutherford B. Hayes as President
- Compromise of 1877

**Resources**

**Civil War Primary Documents**

**Causes of the Civil War**

**Reconstruction Plans:** Lincoln’s Plan, Johnson’s Plan, Congressional Plan

**Digital History:** Overview of Reconstruction

**Edsitement:** the Battle Over Reconstruction: The Aftermath of War

**Edsitement:** the Battle Over Reconstruction: The Politics of Reconstruction

**Edsitement:** the Battle Over Reconstruction: The Aftermath of Reconstruction

**13th Amendment**  **14th Amendment**  **15th Amendment**

**The Thirteenth Amendment & the Abolition of Slavery**

**Effects of Reconstruction Timeline**  (National Humanities Center)

**Emancipation Movements**  (National Humanities Center)

**How successful was reconstruction in dealing with the economic and social problems of freedmen?**

**To what extent did Reconstruction create political equality for freedmen?**

**What happened to freedmen after reconstruction came to an end?**

**How was legalized segregation created in the south?**

**After Reconstruction: Problems of African Americans in the South**  (Library of Congress)

**Johnson’s impeachment**

**The Impeachment of Andrew Johnson**

**The Impeachment of Andrew Johnson**

**Black Codes**  (Short Video)

**Reconstruction – Black Codes**  (You Tube Video)

**The Compromise of 1877**

**Hayes vs Tilden political cartoon**

**Rutherford B. Hayes Election**

**The Election Riot of 1876**
Standard 2: Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

Primary Source Documents
National Archives: The Development of the Industrial United States (1870-1900)
Library of Congress: Development of the Industrial United States (1876-1915)
America’s Industrial Revolution
American History Resource Center – 1879-1990

USH.2.1 Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)

Resources
Industrial Revolution
Growth of railroads
Transcontinental Railroads: Compressing Time and Space Gilder Lehrman article-free registration
Binding the Nation by Rail
Inventions
Inventors and Inventions from 1851-1900
Inventions from 1870-1900 Timeline and text view
Development of big business
The Black Inventor Online Museum
The Faces of Science: African Americans in the Sciences
Robber Barons such as:
Robber Barons or Captains of Industry? (Article)
Captains of Industry or Robber Barrons Lesson
John D. Rockefeller
Digital History: Business Regulation Case Study: Standard Oil
Andrew Carnegie
Wealth and Weightlessness
Cornelius Vanderbilt
Edsitement: The Industrial Age in America: Robber Barons and Captains of Industry
Edsitement: The Industrial Age in America: Sweatshops, Steel Mills, and Factories

USH.2.2 Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)

Resources
DocsTeach: Assimilation of American Indians
Inventions from 1870-1900
Zoom Inventors and Inventions
Henry Grady’s New South
PBS: Who Made America Timeline
African American Identify in the Gilded Age (Library of Congress)

Growth of political machine politics (Boss Tweed)
Gilded Age – Political Cartoon Analysis
Political Cartoons of Political Machines

Populism
The Farmers Revolt
William Jennings Bryan
Reading Like a Historian: Populism and the Election of 1896 (free registration)
Grange Movement (Oliver Kelley)
National People’s Party Platform
Agricultural Innovations
George Washington Carver
John Deere
Cyrus McCormick
Joseph F. Glidden
refrigerated box car (Andrew Chase)

the elevator (Elisha Otis)
the telephone (Alexander Graham Bell)
contributions of Thomas Edison
George Westinghouse

Indiana: discovery of the Trenton Gas Field, development of gas boom cities/towns in East Central Indiana

**USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)

*Key Terms/Topics*
- Technological advances, including the transcontinental railroad
- Possibility of wealth created by discovery of gold and silver
- Adventure
- New beginning
- Opportunities for land ownership (Homestead Act)

*Resources*
Docs TEACH: [Reasons for Westward Expansion](#)
PBS: [New Perspectives on THE WEST](#)
- [The Homestead Act](#)
- [Homestead Act](#)
- [Turner Thesis](#)
- [The Significance of the Frontier in American History](#)
- [The Closing of the Frontier](#)

**USH 2.4** Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)

*Key Terms/Topics*
- Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo)
- Forced relocation from native lands to reservations
- Reduced population through warfare and disease
- Assimilation attempts
- Destruction of buffalo
- Broken treaties

*Resources*
Reading Like a Historian: [Battle of Little Big Horn](#) (free registration)
- Were the policies and actions towards Native Americans justified?
- To what extent were US policies towards the Native Americans justified?
- [Indian Removal and the Politics of Westward Expansion](#)
- [Natives of North America](#)
Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)

**Key Terms/Topics**
- Social Darwinism – Herbert Spencer
- Gospel of Wealth – Andrew Carnegie
- Hull House – Jane Addams
- Jacob Riis
- Child labor
- Chinese Exclusion Act
- The Tweed Ring (Boss Tweed)
- Immigrant groups

**Resources**
- Herbert Spencer: Social Darwinism
- Carnegie’s Gospel of Wealth recording
- Andrew Carnegie: The Gospel of Wealth
- Gospel of Wealth - [www.fordham.edu/halsall/Mod/1889carnegie.html](http://www.fordham.edu/halsall/Mod/1889carnegie.html)
- Jane Addams (Hull House) - [The Subjective Necessity of Social Settlements](https://www.janeaddams.org/texts/subjective-necessity-social-settlements) by Jane Addams
- Jacob Riis Video
- Jacob Riis (YouTube)

Reading Like a Historian: Chinese Immigration and Exclusion (free registration)
- Chinese Exclusion Act (explanation and Primary Sources)
- Vaudeville Acts
- William (Boss) Tweed and Thomas Nast
- Responses to Industrialization

Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)

**Key Terms/Topics**
- Homestead Strike
- Pullman Strike
- Haymarket Riot
- Knights of Labor
- American Federation of Labor
- Triangle Shirtwaist Factory Fire

**Resources**
- Major Events in Labor History
- The Labor Union Movement in America
- Labor Unions in a Industrializing U.S.
- Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial Era
- Homestead Strike (free registration)
- PBS: The Homestead Strike
- History Channel: Homestead Steel Strike
- Pullman Strike (1894)
- Gilder Lehrman: The Haymarket Riot (free registration)
- Samuel Gompers
- Eugene Debs
- Terence V. Powderly, The Knights of Labor, 1889
- Triangle Shirtwaist Factory Fire
Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

**Key Terms/Topics**
- New states in the Union (North & South Dakota, Montana, Washington)
- Forest Reserve Act (National Parks: Yosemite, Sequoia, Grant)
- Sherman Antitrust Act (business)
- Ellis Island opened (Immigration)
- The Lodge Bill—a.k.a. Federal Election Bill (civil rights)

**Resources**
- Benjamin Harrison Presidential Site
- American President: Benjamin Harrison
- Federal Election Bill Cartoon & Explanation
- Benjamin Harrison Domestic Papers of Benjamin Harrison

Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)

**Resources**
- Sherman Anti-Trust Act (1890) Text
- The Sherman Anti-Trust Act
- Should the Government Regulate Business? Debate
- Interstate Commerce Act

Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

**Resources**
- Civil Rights and Ethnic Education Resources
- Civil Rights Acts
- Jim Crow laws
- The Rise and Fall of Jim Crow (PBS)
- Creation of KKK

**Plessy v. Ferguson**
- Abridged version

iCivics: Plessy v. Ferguson (free registration)

Streelaw.org: Plessy v. Ferguson

From Jim Crow to Linda Brown (Library of Congress)

The Supreme Court and Civil Rights
Standard 3: Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

Primary Sources Documents
The Emergence of Modern America (1890-1930)
Early 1900s U.S. Foreign Policy
American History Resource Center-1890-1914
American History Resource Center-1914-1920

USH.3.1 Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)

Key Terms/Topics
EVENTS:
Spanish-American War
Acquisition of Open Door Policy

Resources
Spanish-American War
Spanish-American War (1898)
Edsitement: The Spanish-American War
Reading Like a Historian: American Imperialism (free registration)
The World of 1898: The Spanish-American War
Crucible of Empire: The Spanish-American War

Hawaii
Annexation of Hawaii (1898)
Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii

Open Door Policy
Open Door Policy (1899)
Edsitement: Imperialism and the Open Door
Treaty of Portsmouth

Intervention in Central America
Imperialism in Central America

The Roosevelt Corollary
Gilder Lehman: The Roosevelt Corollary to the Monroe Doctrine (free registration)
Roosevelt Corollary to the Monroe Doctrine
building the Panama Canal (1903-1914)
Dollar Diplomacy
World War I (1914-1918)
See USH.3.6

PEOPLE:
William McKinley
John Hay
William Randolph Hearst/Joseph Pulitzer
Presidential Diplomacy
Theodore Roosevelt (Big Stick Diplomacy)
William H. Taft (Dollar Diplomacy)
Woodrow Wilson (Moral Diplomacy)
Alfred Thayer Mahan
John J. Pershing
Eddie Richenbacker
Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)

**Key Terms/Topics**

**POLITICAL**
- Party primaries
- Decline of machine politics
- Women get right to vote

**ECONOMIC:**
- Conservation of land and water
- Regulation of business
- Lower tariffs
- Reformed banking system
- Federal income tax

**SOCIAL**
- Child Labor
- Upton Sinclair – *The Jungle*

**Resources**
- Library of Congress: [Progressive Era to New Era, 1900 - 1929](https://www.loc.gov/exhibits/progressiveera/)
- Best of History Websites: [Progressive Era](https://www.bestofhistory.org/progressive-era)
- Gilder Lehrman: [Reform Movements of the Progressive Era](https://www.gilderlehrman.org/collections/reform-movements-of-the-progressive-era) (Free Registration)
- [Primary Sources: Progressive Era](https://www.gilderlehrman.org/collections/primary-sources-progressive-era)
- [Progressive Era Politics Timeline](https://www.gilderlehrman.org/collections/progressive-era-politics-timeline)
- [The 1911 Triangle Factory Fire](https://www.gilderlehrman.org/exhibitions/1911-triangle-factory-fire)

**POLITICAL:**
- [Extending Suffrage to Women](https://www.gilderlehrman.org/exhibitions/1911-triangle-factory-fire)

**SOCIAL:**
- [Progressive Perspectives](https://www.gilderlehrman.org/collections/progressive-perspectives)
- [The Jungle](https://www.gilderlehrman.org/exhibitions/1911-triangle-factory-fire)
- [Child Labor in America](https://www.gilderlehrman.org/exhibitions/1911-triangle-factory-fire)
- [Black Women Clubbing for Healthcare Reform](https://www.gilderlehrman.org/exhibitions/1911-triangle-factory-fire)
USH.3.3 Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)

**Key Terms/Topics**

- Square Deal
- Anthracite Coal Strike
- Anti-trust
- Railroad regulation
- Elkins Act
- Hepburn Act
- Meatpacking and Food industry
- Pure Food and Drug Act
- Meat Inspection Act
- Conservation
- Newlands Reclamation Act
- Forest Reserve Act
- National Conservation Commission
- Mann-Elkins Act
- 16th Amendment
- New Freedom
- Underwood Tariff
- Federal Reserve Act
- Clayton Antitrust Act
- Federal Trade Commission
- 17th Amendment
- 19th Amendment

**Resources**

- Theodore Roosevelt primary sources
- William Howard Taft primary sources
- Woodrow Wilson primary sources
- Progressive Party Platform of 1912
- Teaching With Documents: Political Cartoons Illustrating Progressivism and the Election of 1912

**Theodore Roosevelt**

To what extend did TR provide a “Square Deal” for the American people?

- Anthracite Coal Strike
- T. Roosevelt and the Trusts
- Gilder Lehman (free registration)
- Northern Securities case
- Progressive Reform and Trusts
- Federal Power: Theodore Roosevelt

**Woodrow Wilson**

To what extent did W. Wilson provide a “New Freedom” for the American people?

- History of the Federal Reserve
- Classroom Edition - St. Louis Fed - Federal Reserve Bank of St. Louis
- Clayton Antitrust Act
- Winning the Vote for Women: The 19th Amendment

**USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court:

- Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).

**Resources**

- Northern Securities Company v. United States (1904)
- Muller v. Oregon (1908)
- Schenck v. United States (1919)
- Clear & Present Danger Test for Subversive Advocacy
- Abrams v. United States (1919)
USH.3.5 Identify and give the significance of contributions to American culture made by individuals and groups—1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)

**Resources**
- The Progressive Movement and African Americans
- Booker T. Washington
- W.E.B. Du Bois primary sources
- The Debate Between W.E.B. DuBois and Booker T. Washington
- The Jungle
- Progressive Perspectives
- Frederick Law Olmsted (landscape architect – Central Park)
- Frances Willard (educator, women’s suffrage movement)
- Women’s Christian Temperance Union (WCTU)
- Winning the Vote for Women: The 19th Amendment

**Indiana**
- May Wright Sewall
- Madam C.J. Walker
- T.C. Steele and the Hoosier Group
- Elwood Haynes
- Juliet Strauss
- Richard Lieber
- Ball Brothers (Muncie)
- Indianapolis Recorder
- Carl Fisher
- James Allison
- The Hoosier Behind the Jazz Charts

USH.3.6 Reasons why the United States became involved in World War I. (Government, Economics)

**Key Terms/Topics**
- **CAUSES**
  - Violation of neutral rights
  - Economic ties to the allies
  - “The world must be made safe for democracy”

**Resources**
- PBS: The Great War
- Digital History: World War I
- Digital History: World War I (Interpreting Primary Sources)
- House-Grey Memorandum
- EdSitement: U.S. Entry into World War I: Two Diametrically Oppose Views
- EdSitement: U.S. Entry into World War I: Some Hypotheses About U.S. Entry
- EdSitement: U.S. Entry into World War I: A Documentary Chronology of World War I
- KHAN ACADEMY: United States enters World War I (video)
- WWI Timeline: Pre - 1914

**PBS: The Blame Game** Lusitania Images Lusitania

**Zimmermann Telegram**
- Gilder Lehrman: The Zimmermann Telegram and American Entry into World War I (free registration)
- World War I Posters: The Graphic Art of Propaganda
**USH.3.7** Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)

<table>
<thead>
<tr>
<th><strong>FOURTEEN POINTS</strong></th>
<th><strong>OBSTACLES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of freedom of the seas</td>
<td>Henry Cabot Lodge</td>
</tr>
<tr>
<td>No more secret treaties</td>
<td>Irreconcilables and reservationists</td>
</tr>
<tr>
<td>Free trade</td>
<td>Wilson’s unwillingness to compromise</td>
</tr>
<tr>
<td>Reduction of armaments</td>
<td></td>
</tr>
<tr>
<td>Impartial adjustment of all colonial claims</td>
<td></td>
</tr>
<tr>
<td>Allow Russia to determine its own government</td>
<td></td>
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<tr>
<td>Respect for Belgium’s integrity</td>
<td></td>
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<tr>
<td>Restoration of French territory</td>
<td></td>
</tr>
<tr>
<td>Italy receives territory based on ethnicity</td>
<td></td>
</tr>
<tr>
<td>Austria-Hungary receives fair development opportunities</td>
<td></td>
</tr>
<tr>
<td>Independence of the Balkan states</td>
<td></td>
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<tr>
<td>Self-determination for Ottoman Empire &amp; free passage through Dardanelles</td>
<td></td>
</tr>
<tr>
<td>Independence for Poland</td>
<td></td>
</tr>
<tr>
<td>League of Nations</td>
<td></td>
</tr>
</tbody>
</table>

**Key Terms/Topics**
- **FOURTEEN POINTS**
- **OBSTACLES**
- Henry Cabot Lodge
- Irreconcilables and reservationists
- Wilson’s unwillingness to compromise

**Resources**
- Wilson’s Fourteen Points (Video)
- Interpretation of President Wilson’s Fourteen Points (Colonel House)
- PBS: The Great War

**USH.3.8** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)

<table>
<thead>
<tr>
<th><strong>PROVISIONS</strong></th>
<th><strong>REASONS TREATY WAS NOT RATIFIED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany required to admit total blame for starting WWI</td>
<td>Republican Senate (Wilson was a Democrat)</td>
</tr>
<tr>
<td>Germany required to pay huge reparations</td>
<td>Concern over League of Nations</td>
</tr>
<tr>
<td>Germany’s army reduced in size; navy turned over to the Allies</td>
<td>Strong efforts to prevent future wars</td>
</tr>
<tr>
<td>Germany’s colonial possessions divided among the Allies</td>
<td>Collective action against states that went to war in violation of the treaty</td>
</tr>
<tr>
<td>Austria-Hungary divided (Austria, Hungary, Yugoslavia, Czechoslovakia)</td>
<td>Article 10 – guaranteed political independence of League members states and their protection against external aggression</td>
</tr>
<tr>
<td>New nations created (Poland, Finland, Estonia, Latvia, Lithuania)</td>
<td></td>
</tr>
<tr>
<td>A League of Nations was created</td>
<td></td>
</tr>
</tbody>
</table>

**Key Terms/Topics**
- **PROVISIONS**
- **REASONS TREATY WAS NOT RATIFIED**
- Republican Senate (Wilson was a Democrat)
- Concern over League of Nations
- Strong efforts to prevent future wars
- Collective action against states that went to war in violation of the treaty
- Article 10 – guaranteed political independence of League members states and their protection against external aggression

**Resources**
- Paris Peace Conference and the Treaty of Versailles Video
- Edsitement: The Debate in the United States over the League of Nations: League of Nations Basics
- PBS: The Great War
USH.3.9 Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

**Key Terms/Topics**

**“New Immigrants” Basic Information**
- From southern and eastern Europe
- Roman Catholic, Greek Orthodox, Russian Orthodox, Jewish
- Most entered the U.S. through Ellis Island
- These “new immigrants” began competing for jobs
- These “new immigrants” were discriminated against

**Resources**
- Immigration Restriction and the Ku Klux Klan
- Immigration and Migration from Gilder Lehrman (free registration)
- Digital History: Immigration
- Why did immigrants come to America?
- To what extent has America welcomed immigrants?
- To what extend was America xenophobic in the 1920’s?

**Standard 4: Modern United States Prosperity and Depression: Post WWI to 1939**

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**Primary Source Documents:**
- The Great Depression and World War II (1929-1945)
- American History Resource-1920-1932
- American History Resource-1933-1939
- Best of Ansel Adams

**USH.4.1** Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)

**Resources**
- From Boom Times to Depression
- America in the 1920’s

**USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)

**Key Terms/Topics**
- Harlem Renaissance
- Langston Hughes
- Jazz Age
- F. Scott Fitzgerald

**Resources**
- Digital History: 1920’s
- PBS: The Harlem Renaissance
- Renaissance Materials
- Harlem Renaissance multimedia resource
- The Library of Congress: The Harlem Renaissance
- Teaching with Primary Documents Teacher's Guide
- The Harlem Renaissance
- Langston Hughes I, Too (Video)
- F. Scott Fitzgerald
- Jazz Age

**Indiana Avenue**
- George's Bar on Indiana Avenue -
USH.4.3  Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

Resources
Digital History: 1920’s

Palmer Raids
What caused the Palmer Raids?
Red Scare! The Palmer Raids and Civil Liberties

Red Scare
Red Scare
Red Scare images

Prohibition
Prohibition
Edsitement: How Teachers Can make the most of Prohibition
Gilder Lehrman: The Supreme Court uphold national prohibition, 1920 (free registration)
Prohibition Lesson Plan Reading Like a Historian

Religious Fundamentalism
Scopes Trial
Scopes Trial Reading Like a Historian
Scopes Trial from HISTORYnet
Tennessee vs. John Scopes The Monkey Trial

Ku Klux Klan
KKK
D.C. Stephenson
D.C. Stephenson in Indiana

The “New Morality” [PPT]
Immigration restrictions
Opening of Crispus Attucks High School (1927)

USH.4.4  Technological developments during the 1920s and explain their impact on rural and urban America.
(Economics; Geography; Individuals, Society, and Culture)

Resources
Digital History: 1920’s
Henry Ford and the Model T

USH.4.5 Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)

**Key Terms/Topics**

Causes of the Great Depression
- Uneven distribution of income
- Stock market speculation
- Excessive use of credit
- Overproduction of consumer goods
- Weak farm economy
- Government policy (protective tariff)
- Global economic problems

**Resources**

- Why was the Great Depression a Disaster Waiting to Happen?
- Causes and Effects of the New Deal
- Digital History: Great Depression
- The Great Depression Lesson Plans
- Econedlink: Where did all the money go? The Great Depression Mystery
- Gilder Lehrman: The Great Depression (free registration)
- Gilder Lehrman: Causes of the Great Depression (video) (free registration)
- The Great Depression: Causes and Effects (Video)
- Depression-Era Photographs: Worth a Thousand Words (Edsitement)
- Where did all the money go? The Great Depression Mystery
- To Kill a Mockingbird: A Historical perspective (Library of Congress)

USH.4.6 Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)

**Key Terms/Topics**

SOCIAL REFORMERS
- Franklin D. Roosevelt
- Eleanor Roosevelt
- Senator Huey Long
- Dorthea Lang
- Mary McLeod Bethune
- Father Charles Coughlin
- Dr. Francis Townsends

**Resources**

- Digital History: Great Depression
- Gilder Lehrman: Women in the Great Depression (free registration)
- Roosevelt’s Critics
- Digital History: Roosevelt’s Critics
- What was the opposition to the New Deal and how did FDR deal with it?

- Miriam Anderson
- The Concert That Sparked the Civil Rights Movement (Life Magazine)
**USH.4.7** Analyze the impact the Great Depression had on America’s standard of living (Economics, Government)

**Key Terms/Topics**
- Breadlines
- Hoovervilles
- Bonus Army
- Founding of the Congress of Industrial Organization (CIO)
- 25% unemployment
- Farmer’s incomes fell to low levels
- Crime (gangsters such as John Dillinger)

**Resources**
- Digital History: [Great Depression](https://www.digitalhistory.us/)  
- Effects of the Great Depression (Video)
- [Hoovervilles](https://history.com/topics/great-depression/hoovervilles/)
- [Near v. Minnesota (1931)](https://law.justia.com/cases/federal/us/263/323/)
- Bonus Army Marches (1932) PBS Video
- [Migrant Farm Families](https://www.pbs.org/wgbh/americanexperience/)
- [True Grit: Dust Bowl Survivors](https://www.life.com/)

**USH.4.8** Identify and explain the significance of New Deal relief programs. (Government)

**Key Terms/Topics**

<table>
<thead>
<tr>
<th>Aid to the unemployed</th>
<th>Aid to the Homeowner</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Federal Emergency Relief Administration (FERA)</td>
<td>-Home Owners Loan Corporation (HOLC)</td>
</tr>
<tr>
<td>-Public Works Administration (PWA)</td>
<td>-Federal Housing Authority (FHA)</td>
</tr>
<tr>
<td>-Works Progress Administration (WPA)</td>
<td></td>
</tr>
</tbody>
</table>

**Resources**
- Digital History: [New Deal Programs](https://www.digitalhistory.us/)  
- [Recovery Programs](https://www.fdrhistorgicalsites.gov/)
- How did the New Deal go about fixing the problems of the Great Depression?  
- The Top Ten New Deal Programs  
- The Economics of the New Deal

**USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

**Key Terms/Topics**

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Money &amp; Banking</th>
<th>Industry</th>
<th>Labor</th>
<th>Social Welfare</th>
<th>Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Agricultural Adjustment Act (AAA)</td>
<td>-Bank holiday</td>
<td>-National Recovery Administration (NRA)</td>
<td>-National Labor Relations Act (NLRA)</td>
<td>Social Security Act Social Security Lesson Plan</td>
<td>-Civilian Conservation Corps (CCC)</td>
</tr>
<tr>
<td>-Resettlement Administration (RA)</td>
<td>-Federal Deposit and Insurance Corp (FDIC)</td>
<td></td>
<td>-Fair Labor Standards Act</td>
<td></td>
<td>-Tennessee Valley Authority (TVA)</td>
</tr>
<tr>
<td>-Rural Electrification Administration (REA)</td>
<td>-Securities and Exchange Commission (SEC)</td>
<td></td>
<td></td>
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<tr>
<td>-Farm Credit Administration (FCA)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Resources**
- To what extend did the New Deal end the Great Depression?  
- Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938  
- [Roosevelt, the Deficit and the New Deal](https://www.acs.org/content/acs/en/home.html)  
- DocsTeach: [The New Deal: Revolution or Reform?](https://www.dositeach.org/lessons/the-new-deal-revolution-or-reform/)
Standard 5: The United States and World War II: 1939 to 1945
Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

Primary Source Documents:
The Great Depression and World War II (1929-1945)
American History Resource-1940-1945

USH.5.1 Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation. (Government, Economics, Geography)

Key Terms/Topics
American preoccupation with economic conditions in the U.S.
Nye Commission
Neutrality Acts

Resources
The Merchants of Death
Aggressive policies of Mussolini and Hitler
Neutrality Act (August 31, 1935)
Neutrality Act (February 29, 1936)
Neutrality Act (May 1, 1937)

USH.5.2 Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo. (Government; Individuals, Society and Culture)

Resources
FDR
FDR’s Four Freedoms speech
Atlantic Charter
FDR’s Declaration of War

HITLER
Hitler’s May Day speech (May 1, 1937)

Did Hitler Have A Clear World View And To What Extent Did This Shape The Third Reich?

MUSSOLINI
Benito Mussolini
The Doctrine of Fascism Benito Mussolini (1932)

TOJO
Hideki Tojo

USH.5.3 Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)

Key Terms/Topics
Failure of the League of Nations
Japanese invasion of Manchuria
Nye Investigation (see USH.5.1)
German invasion of Poland

Edsitement: The Road to Pearl Harbor: The United States and East Asia, 1915-1941
Digital History: World War II
Why did the U.S. enter WWII?

Edsitement: From Neutrality to War 4 Lessons
Battle of Britain
Pearl Harbor Slide Show
After Pearl Harbor: Rare Photos from the American Home Front
**USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)

### Key Terms/Topics

#### LEADERS
- FDR
- Hitler
- Tojo
- Stalin
- Mussolini
- Eisenhower
- MacArthur
- Nimitz
- Patton

#### EVENTS
- Allied Conferences (Tehran, Yalta, Potsdam)
- Internment of Japanese Americans
- Bataan Death March
- Battle of Midway
- El Alamein
- Battle of Stalingrad
- D-Day
- Battle of the Bulge
- Manhattan Project
- Sinking of the USS Indianapolis
- Hiroshima & Nagasaki

### Resources
- Edsitement: The United States in World War II: “The Proper Application of Overwhelming Force” 4 Lessons
- Eisenhower’s Order of the Day (1944)
- The War After D-Day: Deeper Into Hell (Life Magazine)
- Germany Surrenders
- Germany Surrenders at Reims, May 7, 1945 (Life Magazine)
- Hiroshima and Nagasaki: Photos from the Ruins (Life Magazine)
- V-J Day: A Nation Lets Loose (Life Magazine)

**USH.5.5** Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)

### Resources
- Bureau of Jewish Education – Holocaust Education
- DocsTeach: Human Strife
- Edsitement: Holocaust and Resistance
- Holocaust and War Crimes
- Life Behind the Picture: The Liberation of Buchenwald, 1945 (Life Magazine) Please take the time to preview – some of these pictures are disturbing
- ECHOES and REFLECTIONS Student/Teacher Resource Center
- Holocaust Timeline
USH.5.6 Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)

**Resources**

- Civil Rights and Ethnic Education Resources
  - To what extent is it acceptable for the government to limit civil liberties in time of war?

**Japanese-Americans**

- Reading Like a Historian: [Japanese Internment](#) free registration
- [Transcript of Executive Order 9066](#)
- [Korematsu v. United States (1944)](#)
- [Hirabayashi v. United States (1943)](#)

**African Americans**

- [African Americans in World War II - The National WWII Museum](#)
- [African Americans in WWII & Civil Rights](#)
- [The War at Home: Civil Rights/Minorities](#)
- [African Americans in World War II](#)

**Women**

- [Women in WWII at a glance - The National WWII Museum](#)
- [Images for women in WWII](#)
- [Women Come to the Front](#) Journalists, Photographers, and Broadcasters During World War II

**Hispanics**

- [The Hispanic Experience in World War II](#)
- [Mexican Americans in World War II](#)
- [America and WWII](#)

USH.5.7 Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)

**Resources**

- [Home Front - The National WWII Museum](#)
  - [On the Home Front (PDF)](#)
  - [World War II: The Home Front - Social Studies School Service](#)

USH.5.8 Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

**Resources**

- [Digital History: Impact of World War II](#)
- Reading Like a Historian: [Zoot Suit Riots](#) free registration
- [World War II on the Home Front: CIVIC RESPONSIBILITY](#)

USH.5.9 Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

**Resources**

- [Digital History: The Atomic Bomb](#)
- Reading Like a Historian: [the Atomic Bomb](#) free registration
- [Post WWII Goals and Plans](#)
Standard 6: Postwar United States: 1945 to 1960
Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

Edsitement: Origins of the Cold War: 1945-49  3 Lessons
History Channel: The Cold War
American History Resource-1946-1960

Primary Source Documents
Postwar United States (1945 to early 1970's)
Life Photos – Classic Pictures from Life Magazine’s archives

USH.6.1 Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)

Key Terms/Topics

Events
Truman Doctrine  Berlin Airlift
Marshall Plan  Korean War
Domino Theory  Red Scare
NATO  U-2 Incident

Individuals/Terms
Joseph McCarthy  McCarthyism
Alger Hiss  Blacklisting
Julius & Ethel Rosenberg  Hollywood Ten

Domino Theory
Domino Theory (History Channel)
Eisenhower gives famous “domino theory” speech

Resources
Beginning of the Cold War
Gilder Lehrman—Origins of the Cold War: The Containment Policy
Cold War Lesson Plan1
Digital History: The Origins of the Cold War
Truman Doctrine/ Marshall Plan - JohnDClaire.net
Edsitement: The Formation of the Western Alliance, 1948-1949
Berlin Airlift  Video
Edsitement: The Korean War
McCarthyism  Witch hunts of the 1950’s
The Rise and Fall of Joseph McCarthy
Edsitement: The House Un-American Activities Committee
Hollywood Ten (History Channel)
The Atom Spy Case
The Trials of Alger Hiss: A Chronology
“duck and cover”
The U-2 Incident of 1960
Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).

(Government; Individuals, Society and Culture)

Resources

Civil Rights and Ethnic Education Resources
Civil Rights Timeline
Civil Rights in the Postwar Era: 1946-1953
Civil Rights Resource Guide (Library of Congress)
Integration of the U.S. Armed Forces
The Civil Rights Movement and the Second Reconstruction, 1945-1968
Gilder Lehrman: The Civil Rights Movement: Major Events and Legacies (free registration)
Civil Rights in the USA 1956-1968
Civil Rights Chronology
The Supreme Court and Civil Rights
We Shall Overcome (National Parks Service)
Historic Places of the Civil Rights Movement (National Parks Service)
History of the Civil Rights Movement (YouTube)

Jackie Robinson
Jackie Robinson, Civil Rights Advocate (National Archives)
Jackie Robinson - The Official Site
Baseball, Race Relations and Jackie Robinson (Library of Congress)
Baseball, Race and Ethnicity: Rounding the Bases (Library of Congress)

Rosa Parks
Rosa Parks Biography -- Academy of Achievement
Rosa Parks Interview
Rosa Parks

Montgomery Boycott
Montgomery Bus Boycott (1955-1956)
Riding the Bus -- Taking a Stand

Freedom Riders
Martin Luther King Jr. and the Freedom Riders: Rare and Classic Photos (Life Magazine)

Emmett Till
Emmett Till - Legacy
Bob Dylan's interpretation of Emmett Till's murder
A Savage Season in Mississippi: The Murder of Emmett Till (Life Magazine)

Central High School
The Little Rock School Integration Crisis
Executive Order 10730
Integration of Central High School Info plus Short Video
Elizabeth Eckford and the Little Rock Nine
School Desegregation and Equal Educational Opportunity
Brave Hearts: Remembering the Little Rock Nine, 1957 (Life Magazine)
USH.6.3 Describe the constitutional significance and lasting societal effects of the United States Supreme Court case Brown v. Board of Education. (Government)

Resources

Brown v. Board of Education in PBS' The Supreme Court - YouTube
Brown v. Board of Education (1954) - Bill of Rights Institute
Brown v. Board of Education (1954)
Separate But Not Equal (History Channel clip)
The Supreme Court and Civil Rights
Separate but Equal Education: The Road to Brown v Board
Case Study: Brown v Board of Educ. Trial
BROWN V. BOARD OF EDUCATION LESSONS

Brown v. Board at 60: http://www.epi.org/publication/brown-at-60-why-have-we-been-so-disappointed-what-have-we-learned/

“Massive Resistance”: https://www.youtube.com/watch?v=XLvuJTwbXCs&safe=active


USH.6.4 Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

Key Terms/Topics

Soviet Espionage in America
The House Un-American Activities Committee
The Rise and Fall of Joseph McCarthy

Resources

Edsitement: Anticommunism in post-war America 3 Lessons:
The Postwar United States, 1945-1968 Library of Congress
Economic Recovery: Lessons from the Post-WWII Period
American Cultural History – 1950-1959

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

How do JFK and LBJ compare as Presidents
Religion in Post-World War II America
Life Photos – Classic Pictures from Life Magazine’s archives
Frank Beckwith for President

USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)

Civil Rights and Ethnic Education Resources
Five Essential Practices for Teaching the Civil Rights Movement
The History of the Civil Rights Movement (You Tube video)

Key Terms/Topics
People:
John F. Kennedy
JFK, Freedom Riders and the Civil Rights Movement (Edsitement)
JFK, LBJ, and the Fight for Equal Opportunity in the 1960's (Edsitement)

Robert Kennedy
Robert F. Kennedy’s Martin Luther King Jr. Assassination Speech (delivered in Indianapolis)

Lyndon B. Johnson
JFK, LBJ, and the Fight for Equal Opportunity in the 1960's (Edsitement)

Dr. Martin Luther King, Jr. (See USH.7.2)
Birmingham 1963

Malcolm X (See USH.7.2)

Medgar Evers
NAACP History: Medgar Evers
Behind the Picture: Medgar Evers’ Funeral, June 15, 1963 (Life Magazine)
The Legacy of Medgar Evers

Stokley Carmichael
George Wallace
The Opinions of the Public
Earl Warren

Organizations
Southern Christian Leadership Conference (SCLC)
USH.7.1 continued on next page

**Resources**

- Civil Rights and Ethnic Education Resources
- Equity on the Hardwood
- Civil Rights Resource Guide (Library of Congress)
- Civil Rights Timeline
- DocsTeach: We shall Overcome
- Edsitement: Competing Voices of the Civil Rights Movement
- Timeline of the Civil Rights Movement, 1960-1964
- Civil Rights Timeline (Civil Rights.org)
- The Supreme Court and Civil Rights
- Civil Rights Primary Sources (1955-1983)
- We Shall Overcome (National Parks Service)
- Historic Places of the Civil Rights Movement (National Parks Service)
- Marching for Justice – Selma to Montgomery
- Voting Rights
- Teaching about 1963 in 2013: Civil Rights Movement History
- The March on Washington DBQ Teachers Guide
- The Choices Program

**USH.7.2**
Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)

**Resources**

- Gilder Lehrman: Martin Luther King Jr.’s "I Have a Dream" Speech (free registration)
- The March on Washington: Power to the People (Life Magazine)
- How effective was the civil rights movement in bringing about social change in America?
  - Malcolm X: The Problem is Still Here (YouTube Video)
  - Malcolm X and the Nation of Islam (Life Magazine)

**USH.7.3**
Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)

**Key Terms/Topics**

- New Frontier
- Great Society
- War on Poverty
- Medicare/Medicaid
- VISTA
- Civil Rights Acts of 1964 & 1965

**Resources**

- The Legacy of President John F. Kennedy – 50 years later
- War on Poverty - PBS
- The War on Poverty - School of Law
- PBS: LBJ and the Great Society
- Study Aid: Great Society Legislation
- Gilder Lehrman: Great Society (free registration)
- Federal Power: Lyndon B. Johnson and Ronald Reagan
USH.7.4  Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

Resources
- Landing a Man on the Moon: President Nixon and the Apollo Program
- Apollo-Soyuz: Space Age Detente
- Birth of the Environmental Protection Agency (EPA)
- Apollo Landing
- Apollo 11

USH.7.5  Identify and analyze the significance of key decisions of the Warren Court. (Government)

Key Terms/Topics
- Mapp v. Ohio
- Gideon v. Wainwright
- Escobedo v. Illinois
- Miranda v. Arizona
- Baker v. Carr
- Yates v. United States
- Engel v. Vitale
- Griswold v. Connecticut

Resources
- How did the Warren Court use judicial review to protect the rights of citizens?
- The Impact of the Warren Court Lesson Plans

USH.7.6  Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)

Key Terms/Topics
- Discrimination
- Affirmative Action
- Counterculture
- Students for a Democratic Society
- Equal Rights Amendment
- NOW
- Vietnam

Resources
- Civil Rights and Ethnic Education Resources
- Lowering the Voting Age: Nixon and the 26th Amendment
- The Protest Era, 1960-1980
- Women’s Rights Movement (1960-1980)
- Race Relations in the United States, 1960-1980 Timeline
- Cesar Chavez & the UFW
- Affirmative Action and the Constitution (Bill of Rights Institute)

USH.7.7  Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

Key Terms/Topics
- Equal Opportunity Act
- Immigration Reform Act of 1965
USH.7.8 Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

**Key Terms/Topics**
- Bay of Pigs
- Berlin Crisis
- Cuban Missile Crisis
- Space Race
- Nuclear Test Ban Treaty
- Vietnam
- Nixon's visit to China
- SALT
- 1980 Olympic Boycott

**Resources**
- Edsitement: Cuban Missile Crisis
- Crisis in Berlin (Video)
- The Space Race (Video)
- John F. Kennedy and the Space Race
- The Choices Program: On the Brink of Nuclear War: Leadership and the Cuban Missile Crisis

USH.7.9 Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.

**Key Terms/Topics**
- Domino Theory
- Gulf of Tonkin Resolution
- Tet Offensive
- Hawks vs. Doves

**Resources**
- The Vietnam War (Map)
- Teaching With Documents: The War in Vietnam – A Story in Photographs ...(National Archives)
- Vietnam War - Best of History Web Sites
- Explorations: The Vietnam war as History (Digital History)
- The Gulf of Tonkin Resolution and Escalation of the Vietnam War (Edsitement)
- Nixon and the War Powers Resolution

USH.7.10 Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

**Key Terms/Topics**
- Six Day War – 1967
- Yom Kippur War – 1973
- Nixon visit to China

**Resources**
- Nixon Visits China: The Week that Changed the World
- Negotiating U.S.-Chinese Rapprochment
**USH.7.11** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*. (Government)

**Resources**
- *Watergate and the Constitution* (National Archives)
- *Watergate*
- *Nixon Resigns*
- *Watergate CNN*
- *The Watergate Story* (Washington Post)

**Standard 8: The Contemporary United States: 1980 to the Present**

Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

*Entering a New Era: Conservatism, Globalization, Terrorism (1980-2006)*

**Primary Source Documents**
- *Contemporary United States* (1969 to the Present)
- *Current Events and the Constitution*

**USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

**Key Terms/Topics**
- Panama Canal Treaty
- Social Security
- Iran Hostage Crisis
- Wage earnings and income disparity
- Air Traffic Controllers Strike
- Government entitlements
- Iran – Contra Scandal
- AIDS epidemic
- Impeachment of President Clinton
- Los Angeles race riots
- 2000 Presidential Election
- Abortion
- Immigration Policy
- Gay rights
- Affirmative Action
- Civil Rights

**Resources**
- *Teaching about 1963 in 2013: Civil Rights Movement History*
- *How has the Burger/Rehnquist Court effected the issue of rights in America?*
- *How have recent U.S. Presidents dealt with domestic and foreign issues?*
- *The Panama Canal Treaties: Jimmy Carter*
- *Air Traffic Controllers strike*
- *1981 Strike Leaves Legacy for American Workers*
- *Reagan remarks on Air Traffic Controllers strike* (Video)
- *Gramm-Rudman-Hollings Act*
- *Iran-Contra Scandal*
- *Impeachment of President Clinton*
- *The Clinton Impeachment* (Bill of Rights Institute)
- *The Impeachment Trial of President William Clinton*
- *The Impeachment of President Clinton*
- *The Clinton Impeachment, Ten Years Later*

**USH 8.1 continued on next page**
**USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as:

**Key Terms/Topics**
- NASA and space programs;
- Identification of DNA;
- The Internet and broadband access;
- Global climate change;
- U.S. energy policy.
- Compact discs and cell phones

**Resources**
- Science and Engineering Indicators 2012
- STEM Education Data and Trends
- People and Discoveries
- Chronology of twentieth-century science
- *12 Most Important Trends in Science Over the Past 30 Years*
- Ted Talks; Science Trends

**USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980’s.

**Key Terms/Topics**
- William F. Buckley, Jr.
- Taxpayers Revolt
- Reverse Discrimination
- Reaganomics (Supply-Side Economics)
- Spending cuts
- Deregulation

**Resources**
- Federal Power: Lyndon B. Johnson and Ronald Reagan
- Conservatism and the Rise of Ronald Reagan
- The Age of Reagan
**USH.8.4**  
Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it.  
(Economics)  

**Resources**  
- Primary Source Lesson Plan: Debating the Success & Failure of Reaganomics  
- LBJ and Ronald Reagan  
- *Reaganomics Facts, information, pictures | Encyclopedia.com*...  
- *Reaganomics – Then, Now, and Forever*

**USH.8.5**  
Explain how the Cold War ended and identify new challenges to U.S. leadership in the world.  
(Economics, Geography)  

**Resources**  
- President Reagan and the Cold War: Vision and Diplomacy  
- End of the Cold War  
- *Détente and the End of the Cold War* (Video)  
- The Cold War and Beyond  

**USH.8.6**  
Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.  

**Key Terms/Topics**  
**Domestic Policy**  
- "Read My Lips"  
- Family and Medical Leave Act  
- NAFTA  
- Balanced Budget  
- No Child Left Behind Act  
**Foreign Policy**  
- Tiananmen Square  
- Breakup of the Soviet Union  
- Persian Gulf War  
- Bosnia -- Peacekeeping  
- September 11  
- Iraq War  
- War in Afghanistan

**Resources**  
- The American Experience; The Presidents: *George H.W. Bush*  
- George H.W. Bush Teachers Guide  
- The Legacy of the Clinton Administration  
- The American Experience; The Presidents: *William Jefferson Clinton*  
- The American Experience; The Presidents: *George W. Bush*  
- *George W. Bush and the Military Tribunals* Bill of Rights Institute

**Resources**
- Westside Community School District v. Mergens
- Reno v. American Civil Liberties Union
- Mitchell v. Helms
- Bush v. Gore
- Bush v. Gore and the 2000 Presidential Election (Bill of Rights Institute)

USH.8.8 Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.

**Resources**
- 911 Materials for Teachers
- Teach + Learn
- The Ultimate Resource Guide To Teaching About September 11th
- TeachersFirst's September 11 Resources
- National Commission on Terrorist Attacks upon the United States
- George W. Bush and the Military Tribunals

USH.8.9 Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)

**Resources**
- INDIANA
  - Immigrant Welcome Center
  - International Center of Indianapolis
  - Institute for Latino Studies (Notre Dame)
  - Indiana District Export Council
  - Indiana Business Research Center
  - Center for the Study of Global Change

- NATIONAL:
  - Mapping the Nation
  - Asia Society
  - National League of Cities
  - Teachers Guide to International Collaboration-Internet
Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

**USH.9.1**
Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

*Civil Rights Supreme Court Cases that Shaped Our Government: America’s Melting Pot*

**USH.9.2**
Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

**USH.9.3**
Analyze multiple, unexpected, and complex causes and effects of events in the past.

**USH.9.4**
Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

**USH.9.5**
Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
Appendix B - Resources from the Indiana Historical Society
UNITED STATES HISTORY (1877 to Present)

Standard 1: Early National Development: 1775 to 1877
Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)
- Indiana State Constitution-1816
- Indiana State Constitution-1851
- Northwest Ordinance
- An Act for Regulating the Appointment of Officers and for Other Purposes, Passed by the Legislative Council and House of Representatives of Indiana Territory

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights. (Economics, Government)
- Father Petit Letter, Trail of Tears
- William Henry Harrison to William Eustis, Secretary of War, about the Treaty of Fort Wayne, 1809
- Advertisement for Laborers to work on the Central Canal of Indiana
- Wabash and Erie Canal in Indiana Rates of Toll for 1850

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)
- State of Indiana vs Graves (Abolition)
- List of Emigrants to Liberia
- Homestead of Levi Coffin, Fountain City, Indiana
- New Harmony Land Contract Letter

**USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)
- Photograph of the Original Emancipation Proclamation – September 22, 1862
- Eagleson Civil Rights Case 1894
- Fifteenth Amendment (Image)

Standard 2: Development of the Industrial United States: 1870 to 1900
Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

**USH.2.1** Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)
- Letter of Inquiry Regarding the Elevation of Railroad Tracks
- Owensburg Tunnel
- Inspection Train for the Kentucky and Indiana Routes, 1897

**USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)

**USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)
USH.2.4 Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)

Cessions of Land by Indian Tribes to the United States: Illustrated by those in the State of Indiana, 1881-

USH.2.5 Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)

USH.2.6 Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)

"Glass Work, Indiana," Child Labor -

"Protection for American Labor" Campaign Ribbon with Images of Benjamin Harrison & Levi P. Morton -

"Indianapolis Street Car Strike of 1892" -

Eugene V. Debs -

USH.2.7 Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

USH.2.8 Evaluate the effectiveness of government attempts to regulate business (Pendleton Act-1883, Interstate and Commerce Act-1887, and Sherman Anti-Trust Act 1890). (Government, Economics)

USH.2.9 Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

Standard 3: Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

USH.3.1 Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)

160th Indiana Volunteer Infantry, Spanish-American War -

Birthplace of John Hay, Salem, Indiana -

President Theodore Roosevelt in Conversation with Mrs. Cornelia Fairbanks -

USH.3.2 Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)

Woman Suffrage is Here! -

Suffragists in Auburn, Indiana -

Union Traction Company Safety Pamphlet -

Case Now Goes to the Jury -

USH.3.3 Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)

USH.3.4 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).
USH.3.5 Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)

McCormick's Creek State Park, Owen County, Indiana - Cole Royal Sedan - Office of Indianapolis Recorder - Spectators View the Race Cars on the Track at the Indianapolis Motor Speedway, 1909 – African-American Indiana History

USH.3.6 Analyze the reasons why the United States became involved in World War I. (Government, Economics)

Eddie Rickenbacker - Women of American Work for Victory - President Woodrow Wilson, Governor Samuel M. Ralston, and Mayor Viewing Parade from Soldiers' and Sailors' Monument

USH.3.7 Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)

USH.3.8 Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)

USH.3.9 Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

Standard 4: Modern United States Prosperity and Depression: Post WW I - 1939
Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

USH.4.1 Understand the significance of the pro-business policies of President's Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)

Warren G. Harding and Marie Edwards of Peru, Indiana at the Social Justice Day in Marion, Ohio - Fortune with Members of the American Peace Society

USH.4.2 Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)

Clippings, Club Life and Programmes, ca. 1931 - Thomas Edison - Circle Theater Crowd Mingles on the Sidewalk after the Show, 1926 - George's Bar on Indiana Avenue

USH.4.3 Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

David Curtis Stephenson - Ku Klux Klan Parade at New Castle, Indiana - WKKK Godfrey Klan No. 93 - Crispus Attucks High School - Purdue University, Women's Residence Hall
USH.4.4 Describe technological developments during the 1920s and explain their impact on rural and urban America. 
(Economics; Geography; Individuals, Society, and Culture)

Connersville Plant of Auburn Automobile Company -

Delegates to the Marmon Dealers Convention Indianapolis, Indiana, Oct. 27-28-29, 1924 -

Connersville Plant of Auburn Automobile Company, Assembly Line -

USH.4.5 Analyze the causes of the Great Depression and explain how they affected American society. 
(Economics; Individuals, Society, and Culture)

Fairgoers Pay for their Entrance Fee with Wheat at the 1931 Indiana State Fair -
Correspondence, William Temple Hornaday, 1931 -
Continental National Bank Building on Monument Circle in 1924 -
“A Wise Economist Asks a Question” -

USH.4.6 Identify and describe the contributions of political and social reformers during the Great Depression Era. 
(Government; Economics; Individuals, Society and Culture)

Dr. Mary McLeod Bethune with Walker Staff and Graduates -
John Dillinger -
President Franklin Roosevelt Speaks to the Crowd at the 1936 Indiana State Fair -

USH.4.7 Analyze the impact the Great Depression had on America's standard of living 
(Economics, Government)

USH.4.8 Identify and explain the significance of New Deal relief programs. 
(Government)

“Kitchen Force” at CCC Camp 1514, North Vernon, Indiana -
Civilian Conservation Corps (CCC), Co. 1536 at Mitchell, Indiana -
Exterior View of the Federal Economic Recovery Act "Alphabet Building" during the 1934 Indiana State Fair -
Lockefield Garden Apartments -
New Deal Network

USH.4.9 Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

Standard 5: The United States and World War II: 1939 to 1945
Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

USH.5.1 Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. 
(Government, Economics, Geography)

Which Way Is War Less Likely To Come? -

USH.5.2 Compare and contrast President Franklin D. Roosevelt's world view with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan’s Hideki Tojo. 
(Government; Individuals, Society and Culture)

Diary Entries of Willard E. Harold, Dec. 7, 1941- Dec. 18, 1941 -
USH.5.3 Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)

Diary Entries of Willard E. Harold, Dec. 7, 1941- Dec. 18, 1941
Avenge December 7 -

USH.5.4 Identify key leaders and events from World War II and explain the significance of each. (Government)

U.S.S. Indianapolis:
Mysterious Cargo -
Oil Soaked Two Dollar Bill from WT3 James E. O’Donnell’s Wallet After 100 Hours in the Ocean Awaiting Rescue -

USH.5.5 Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)

Remember ... Lest from this We Learned Nothing -
The Kaplan Family's Experience in Indianapolis One Year After Their Arrival in the United States -

USH.5.6 Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)

Keep Out by Order of U.S. Army -
Land Acquisition Map Columbus, Indiana, Triangular Division Camp Site : Portions of Bartholomew, Brown & Johnson Counties, Indiana -
Willard E. Harold Letter to Bobby -

USH.5.7 Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)

USH.5.8 Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

Ernie Pyle with Bomber Crew on Saipan, 1945 -
Ernie Pyle Interment Photographs -
Letter by Red Cross Worker, Florence Ritchey -
USO Party at St. Stephen's Church -
Walter Palmer with his P 51 Mustang "Duchess" -
World War II Ration Book -
Do With Less - So They'll Have Enough! -

USH.5.9 Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.
Standard 6: Postwar United States: 1945 to 1960

Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

**USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)

- President Truman’s Train and Crowd at Union Station, Terre Haute, Indiana - http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/P0129&CISOPTR=43&CISOBOX=1&REC=1

**USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)


**USH.6.3** Describe the constitutional significance and lasting societal effects of the United States Supreme Court case *Brown v. Board of Education*. (Government)

**USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)


Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

USH.7.1
Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)

Robert F. Kennedy Announcing Martin Luther King’s Death -

President John F. Kennedy with Astronauts -

President Johnson Meets with Officials of the National Medical Association in the Cabinet Room of the White House -

YMCA Group with Martin Luther King -

President Johnson Meets with Officials of the National Medical Association in the Cabinet Room of the White House -

Louis Armstrong Endorses Book on NAACP -

Andrew J. Brown Visits Bloomington -

Three Missing Civil Rights Workers -

President Johnson Meets with Officials of the National Medical Association in the Cabinet Room of the White House -

Letter from Henry J. Richardson, Jr. to Martin Luther King, Jr., August 28, 1963 -

Protest -

Picketing Riverside Amusement Park -

USH.7.2
Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)

Joseph Irwin Miller Speaks before the Senate Finance Committee on the Tax Reform Act -

A Map of Indianapolis Proposing Progress for the Latter Half of the Twentieth Century -

NAACP Voter Registration Campaign -

USH.7.3
Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)

Joseph Irwin Miller Speaks before the Senate Finance Committee on the Tax Reform Act -

A Map of Indianapolis Proposing Progress for the Latter Half of the Twentieth Century -

NAACP Voter Registration Campaign -

USH.7.4
Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

USH.7.5
Identify and analyze the significance of key decisions of the Warren Court. (Government)

USH.7.6
Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)

NOW Rally in Indianapolis -

Remember the Ladies! Abigail Adams 1776 Butt -

League of Women Voters Convention in San Francisco, 1974 -

Prohibiting the Teaching of Creationism in public schools -

USH.7.7
Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

USH.7.8
Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.
Analyse the foreign and domestic consequences of U.S. involvement in Vietnam.

Peace Rally

U.S. Soldiers in Vietnam

Karren Mundell Letter to Folks, June 18, 1966

Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

Afrikan Liberation Day March
http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=p0303&CISOPTR=3&CISOBBOX=1&REC=1

Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of United States v. Nixon. (Government)

Richard Nixon and Senator Dirkson (no Bass #)

Standard 8: The Contemporary United States: 1980 to the Present
Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

Jesse Jackson at a Job March in Anderson, Indiana

Ryan White

Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.

Discuss and explain the significance of the rise of the new conservative coalition of the 1980’s.

Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)

Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)

Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.


"City of Indianapolis v. Edmond"
**USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.

**USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)

### Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

**USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

**USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions. http://images.indianahistory.org/cdm4/search.php (Search diaries and letters)
- David H. Reynolds diary
- Albert S. Underwood diary
- James M. Little diary
- James F. Elliott diary, 1862-1863
- Andrew Jackson Smith diary

**USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

**USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- Captain Charles B. McVay, Letter Regarding His Court Martial
- Melvin W. Modisher Letter Regarding the Sinking of the U.S.S. Indianapolis
- Kenley M. Lanter, Sr. Letter Regarding the Sinking of the U.S.S. Indianapolis
- Resolution Honoring Hunter Scott
- Bill Drayton Letter Regarding the Sinking of the U.S.S. Indianapolis

**USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.
The Indiana State Museum and Historic Sites has graciously agreed to connect Indiana Academic Standards to their museum and historic sites. If you have questions or need further assistance, contact:

Joanna E. Hahn  
Manager of School Programs  
Indiana State Museum and Historic Sites  
317-232-8293  
jhahn@indianamuseum.org

Bruce Blomberg  
Social Studies Specialist  
Indiana Department of Education  
317-232-9078  
bblomberg@doe.in.gov
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<tr>
<th>SITE</th>
<th>INDIANA ACADEMIC STANDARD</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Angel Mounds</td>
<td>4th GRADE 4.1.1</td>
<td>Located on the banks of the Ohio River in southwest Indiana, Angel Mounds State Historic Site is one of the best-preserved pre-contact Native American sites in North America. Built between A.D. 1050 and 1400, the town was occupied by 1,000 plus Mississippians. The society built 11 earthen mounds as platforms to elevate important buildings. The original town covered an area of 103 acres and served as an important religious, political and trade center for people living within a 75-mile radius. The site was abandoned before European explorers came to North America. Possible explanations for abandonment are depletion of natural resources, climatic changes or the collapse of the chiefdom. More than 600 acres comprise Angel Mounds State Historic Site. The site includes an interpretive center, recreations of the Mississippian buildings and a working reconstruction of the 1939 WPA archaeology laboratory.</td>
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<td>SITE</td>
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<tr>
<td>Corydon Capitol State</td>
<td>8TH GRADE</td>
<td>Corydon Capitol State Historic Site commemorates Indiana’s first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana’s western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana’s population at the time.</td>
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<td>Historic Site</td>
<td>8.1.28-31</td>
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<tr>
<td>Culbertson</td>
<td>8th GRADE</td>
<td>The Culbertson Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s.</td>
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<tr>
<td>Lanier Mansion</td>
<td>8.1.25, 8.1.28-31, 8.2.9,</td>
<td>Designated a National Historic Landmark in 1994, this 1844 Greek Revival</td>
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<td>8.3.2, 8.3.4, 8.4.3, 8.4.4,</td>
<td>mansion was designed by architect Francis Costigan for financier and</td>
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<td>8.4.6, 8.4.7, 8.4.8, 8.4.9,</td>
<td>railroad magnate James F.D. Lanier. Recent restoration made possible</td>
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<td>8.4.10</td>
<td>largely by funding from private sources - has recaptured the Mansions 19th</td>
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<td>century splendor</td>
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<td>HIGH SCHOOL U.S. HISTORY</td>
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<td>Levi Coffin lived in this house from 1827 to 1847, where he helped as</td>
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<td>many as 2,000 slaves escape to freedom. The house was known as the Union</td>
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<td>Depot of the Underground Railroad, and it contained secret doors that could</td>
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<td>hide fugitives</td>
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<td>Levi Coffin House</td>
<td>8.1.20-22, 8.1.24, 8.1.27,</td>
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<td>U.S. GOVERNMENT</td>
<td>USG.2.8</td>
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Gene Stratton-Porter is Indiana’s most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children’s books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures.

To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900’s the Limberlost Swamp was described as a “treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states.”
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<th>SITE</th>
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<tr>
<td>New Harmony</td>
<td>8TH GRADE</td>
<td>New Harmony was the site of two early American utopian communities. The Harmonie Society, a group of German dissenters led by George Rapp, arrived in the United States in 1804, settling in Pennsylvania. 10 years later the Harmonists purchased 20,000 acres on the Wabash River, and moved to Indiana in 1814. In 1824, George Rapp decided to sell New Harmony. He found a buyer in Robert Owen, a wealthy industrialist from Scotland. In 1825, with his business partner William Maclure, Owen purchased New Harmony outright, hoping to establish a model community where education and social equality would flourish. Maclure, a well-respected amateur geologist, attracted many important scholars to New Harmony, including naturalists, geologists, educators, and early feminists.</td>
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<p>| T.C. Steele  | HIGH SCHOOL U.S. HISTORY  | Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state’s art movement and remains one of Indiana’s most honored artists. |</p>
<table>
<thead>
<tr>
<th>SITE</th>
<th>INDIANA ACADEMIC STANDARD</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vincennes Territorial Capitol</strong></td>
<td><strong>8TH GRADE</strong>&lt;br&gt;8.1.1&lt;br&gt;8.1.10-12&lt;br&gt;8.1.14-18&lt;br&gt;8.1.20.21&lt;br&gt;8.1.28-31&lt;br&gt;8.2.1 – 10&lt;br&gt;8.3.2&lt;br&gt;8.3.4&lt;br&gt;8.3.5-6&lt;br&gt;8.3.8&lt;br&gt;8.4.1&lt;br&gt;8.4.3&lt;br&gt;8.4.6-9</td>
<td>On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory</td>
</tr>
<tr>
<td></td>
<td><strong>HIGH SCHOOL U.S. HISTORY</strong>&lt;br&gt;USH 1.1-4&lt;br&gt;USH 2.1-4</td>
<td></td>
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<tr>
<td></td>
<td><strong>U.S. GOVERNMENT</strong>&lt;br&gt;USG.1.1-9&lt;br&gt;USG.2.1&lt;br&gt;USG.2.3-8&lt;br&gt;USG.3.1-13&lt;br&gt;USG.3.15-19&lt;br&gt;USG.5.1-8</td>
<td></td>
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</table>
As settlers moved into the old Northwest Territory after 1800, transportation routes became an important priority. Indiana's brief experience with canal building began with the passage of the Indiana Mammoth Internal Improvement Act of 1836. Whitewater Canal was one of several projects funded by this act.

The Whitewater Canal started in Lawrenceburg and originally ended at Cambridge City, on the Old National Road. Hagerstown merchants financed an extension to their town, making the canal 76 miles in length. The state of Ohio also built a 25-mile spur linking Cincinnati to the canal. Along the canal, 56 locks accommodate a fall of nearly 500 feet.
The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet Indiana Academic Standards.
GUIDE TO INDIANA HISTORIC SITES
Project 9/11 Indianapolis was begun early in 2010 as a grass roots effort to establish a permanent memorial dedicated to those killed in the September 11 attacks. The focal point of the memorial consists of two 11,000-pound (5,000 kg) beams from the Twin Towers. Behind the beams stand a pair of six-foot tall black granite walls inscribed with remembrances of the events in New York City; Washington, D.C.; and Shanksville, Pennsylvania. Perched atop one of the beams is a bronze, life-size sculpture of an American Bald Eagle, with wings outstretched and gazing east toward New York City.

The American Legion Mall (ALM) extends from St. Clair Street to North Street between Meridian and Pennsylvania Streets. On the east side is the American Legion National headquarters, and on the west side is the headquarters of the American Legion's Department of Indiana. Looking to the south from St. Clair Street, the visitor sees the solemn grounds of the Cenotaph in the foreground. The Cenotaph memorializes the nation's first casualty of World War I, Corporal James B. Gresham of Company F, 16th Infantry and Evansville Indiana. In the background rise the World War II, Korean, and Vietnam memorials on the flanks with Veteran's Plaza and the World War Memorial anchoring the vista at its southern end.
Angel Mounds is the site of the largest settlement of its time in what is now known as Indiana. It was a fortified town serving as a social, political, and religious center for a much larger area of villages, hamlets, and farmsteads that ran 70 miles along the Ohio river, from the Wabash River to 35 miles east of Evansville. The town and surrounding settlements together constituted a chiefdom and were occupied from as early as A.D. 1000 to as late as A.D. 1450 by Native Americans whom archaeologists call Mississippian.

This private park is open to the public and will showcase all of the aircraft flown at the 122nd Fighter Wing Indiana Air National Guard from 1947. Some of the aircraft that are on display are the F-100 Super Sabre, the F-4 Phantom, the F-84F Thunderstreak, the F-16 Fighting Falcon, and the current aircraft flown here, the A-10 Thunderbolt II. A vehicle representing the 338th Quartermaster Unit, a tenant unit at the 122FW, is also on display. Military history and heritage play an important role in continuing traditions and remembering legacies.
Benjamin Harrison lived in this Italianate house from 1875 until his death there in 1901, except from 1889 to 1893 while he was the 23rd President. He was also a Senator from Indiana from 1881 to 1887. Harrison accepted the Republican nomination for the Presidential election in 1888 and conducted his Front Porch Campaign here.

Billie Creek Village is a 70-acre open-air living history museum and park, filled with 38 historical buildings and structures, and hundreds of antiques and artifacts.
The Children's Museum of Indianapolis is the world's largest children's museum. It is located at 3000 North Meridian Street, Indianapolis, Indiana, United States in the United Northwest Area neighborhood of the city. The museum is accredited by the American Alliance of Museums. It is 472,900 square feet (43,933.85 m²) with five floors of exhibit halls and receives more than one million visitors annually. Its collection of over 120,000 artifacts and exhibit items are divided into three domains: the American Collection, the Cultural World Collection, and the Natural World Collection. Among the exhibits are a simulated Cretaceous dinosaur habitat, a carousel, and a steam locomotive. Because the museum's targeted audience is children, most exhibits are designed to be interactive allowing children to actively participate.

Connor Prairie Interactive History Park, where guests can explore five themed historic areas: Lenape Camp, Conner Homestead, 1836 Prairietown, 1859 Balloon Voyage, and the 1863 Civil War Journey: Raid on Indiana. Explore Conner Prairie's new, one-of-a-kind outdoor experience that puts you right in the middle of Indiana's brush with the Civil War.
Corydon Capitol State Historic Site commemorates Indiana’s first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana’s western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana’s population at the time.

Crown Hill Cemetery was founded in 1863, Crown Hill is the nation’s 3rd largest cemetery with 555 acres of beautiful rolling hills located across the street from the Indianapolis Museum of Art. Thousands visit this urban oasis to enjoy its peaceful beauty; study the architecture, sculptures and trees; exercise; picnic; view the wildlife and to study the history and heritage of the thousands of people buried there. Notables include President Benjamin Harrison, poet James Whitcomb Riley, Col. Eli Lilly, three U.S. Vice Presidents, and numerous others, including the infamous bank robber John Dillinger.

The Culberston Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800s.
The Dr. James Ford Historic Home, a restored 19th Century physician's home and surgery invites you to experience the daily lives, personalities, and activities of the Dr. James Ford family in the years before, during and just after the Civil War. Period decor and furnishings provide a look at what life may have been like in the mid-1800s.

The Eiteljorg Museum of American Indians and Western Art was founded by Indianapolis businessman and philanthropist Harrison Eiteljorg. Its mission—to inspire an appreciation and understanding of the art, history and cultures of the American West and the indigenous peoples of North America. The museum executes this charge in exciting and often surprising ways.

Elwood Haynes, the inventor of America's first car in 1894, stainless steel, the alloy Stellite, among many other great inventions. See historical exhibits, memorabilia, photos, furnishings, and four Haynes classic cars. The industrial history of Howard County is chronicled in additional exhibits in the museum.
Fort Ouiatenon was the first fortified European settlement in what is now Indiana. It was established by the French in 1717 at a site five miles southwest of Lafayette as a military outpost to prevent British expansion into the Ohio and Wabash country.

Unprecedented in the nation, the grand hotels in French Lick and West Baden Springs—both listed in the National Register of Historic Places and located one mile apart in southern Indiana—offer a fascinating window on the grand hotel era of the early twentieth century and the tradition of “taking the waters.” Guests from Al Capone to FDR, Bing Crosby to Helen Keller, captains of industry and pampered socialites came to imbibe the waters and take spa treatments, enjoy sports and entertainments, and perhaps test their luck in the casinos.

Gene Stratton-Porter is Indiana’s most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children’s books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures.
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<tr>
<th>Location</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>General Lew Wallace Study &amp; Museum</td>
<td>200 Wallace Ave.</td>
<td>765-362-5769</td>
</tr>
<tr>
<td></td>
<td>Crawfordsville, IN 47933</td>
<td></td>
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<tr>
<td>George Rogers Clark National Historic Park</td>
<td>401 S. 2nd Street</td>
<td>812-882-1776</td>
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<tr>
<td></td>
<td>Vincennes, IN 47591</td>
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<tr>
<td>Grouseland</td>
<td>3 W. Scott Street</td>
<td>812-882-2096</td>
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<td></td>
<td>Vincennes, IN 47591</td>
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The General Lew Wallace Study & Museum, an architectural wonder situated on the grounds where Civil War Major General Lew Wallace wrote his masterwork Ben-Hur, celebrates Wallace's fascinating legacy and renews belief in the power of the individual spirit to affect American history and culture. Located in Wallace's private study, the Museum contains original items collected by Wallace during his life as an author, soldier, statesman, artist, musician and inventor.

Located in Vincennes, Indiana on the banks of the Wabash River at what is believed to be the site of Fort Sackville. A classical memorial here was authorized under President Coolidge and dedicated by President Franklin Roosevelt in 1936.

Grouseland is the elegant Georgian/Federal home completed in 1804, which served as the home of William Henry Harrison and his family when he was Governor of the Indiana Territory (1800-1812). The first brick home in Indiana and a National Historic Landmark, the house was more than a residence. This magnificent building was the center of government for the Indiana Territory and also served as a fortress in times of unrest.
Historic New Harmony

401 N Arthur Street
New Harmony, IN 46731
812-682-4474
800-231-2168 (tollfree)

New Harmony was founded in 1815 by Rappites, and in 1825 Robert Owen attempted to create a utopian society. Many original Harmony Society buildings remain.

Historic Old Fort (Ft Wayne)

P.O. Box 12650
Fort Wayne, IN 46864
260-437-2836

There were 3 American forts built in Fort Wayne. The current fort is a replica of the one constructed by Major John Whistler and his men during 1815 -- 1816 and was the last fort to stand at the junction of the St. Mary's, St. Joseph, and Maumee Rivers.

Historic Prophetstown

3549 Prophetstown Trail
Battleground, IN 47920
765-567-4700

Dedicated to showing, sharing & teaching about agriculture & horse powered farming. Native American settlement & farmstead.
The Eugene and Marilyn Glick Indiana History Center, home of the Indiana Historical Society, underwent a major renovation and re-opened in March 2010 with the launch of its new feature, the Indiana Experience. The Indiana Experience uses new technology to immerse guests in stories of the state's past in easy, enjoyable and meaningful ways.

The Indiana State Library (ISL) has served the citizens of Indiana since 1825. The ISL is just a few steps away from the Indiana Statehouse and open to the public for a variety of needs including but not limited to; genealogy, Indiana history, preservation, rare books and manuscripts, reference and government services, Talking Books and Braille library, as well as the State Data Center. It also serves as a free facility for meetings and special events available to state agencies and the community (some fees apply to non-agency events).
The Indiana State Capitol, the Statehouse, has been the seat of Indiana’s government since 1887 and is perhaps the grandest 19th-century Neo-Classical Revival building in Indiana. Indiana is one of the few states in the nation that has all three branches of government operating out of the historic state capitol building. In 1825, after nine years of statehood, the capitol city was relocated from Corydon to Indianapolis. Plans for the current statehouse began in 1867 and the building was completed in 1888. It is constructed of Indiana limestone and white oak. The beautiful stained glass rotunda window is original and made from German glass.

The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet select Common Core and Indiana Academic Standards.
The James Dean Gallery opened in 1988 in the actor’s hometown of Fairmount, Indiana. The exhibit is housed in a beautifully restored 1903 Victorian home on tree-lined North Main Street just 1 Mile from James Dean’s Grave in Park Cemetery. The exhibit includes thousands of items of James Dean memorabilia and visitors can see the worldwide influence that this Indiana native and American film star has made. There are personal items related to James Dean and dozens of original movie posters in different languages from around the world that show the actor’s international impact.

The nation’s only late Victorian preservation open to the public holds furnishings and personal belongings of poet James Whitcomb Riley. Step back to the beginning of the 20th century—just as the great Hoosier poet James Whitcomb Riley experienced it for 23 years of his fascinating life.
The Landmark for Peace is a memorial sculpture at Dr. Martin Luther King Jr. Park on the northside of Indianapolis that honors the contributions of the slain leaders Dr. Martin Luther King, Jr. and Robert F. Kennedy. The site is where Robert Kennedy gave his memorable speech the night Dr. King was assassinated in 1968.

Lane Place was built for Henry Lane in 1845 in what is now called the Elston Grove Historic District. Lane represented Montgomery County as state representative, U.S. congressman, governor and U.S. senator. His stature as chairman of the National Republican Convention in 1856 helped secure the party's nomination of Abraham Lincoln for president in 1860. Lane lived continuously at Lane Place until he died in 1881. His wife, Joanna Elston Lane, lived there until her death in 1914.

Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansion's 19th century splendor.
Levi Coffin lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the Underground Railroad, and it contained secret doors that could hide fugitives.

To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900’s the Limberlost Swamp was described as a “treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states.”

The story of the Civil War era president’s 14 formative years in Indiana springs to life at the Living Historical Farm, in the museum and film, and along the park’s scenic hiking trails.
Medal of Honor Memorial
650 W. Washington St.
Indianapolis, IN 46204
317-261-5447

The Medal of Honor Memorial is dedicated in honor of all recipients of the Medal of Honor, the United States military's highest award for valor. The memorial was unveiled May 28, 1999, during Memorial Day weekend.

Menno-Hof
510 S VanBuren/SR 5 S
Shipshewana, IN 46565
260-768-4117

Tells the story of Amish, Mennonite and Hutterite history, lifestyle and beliefs with multi-media presentations and 24 display areas. Follow the trail of a people searching for peace Menno-Hof is a non-profit information center located in Shipshewana, Indiana, that teaches visitors about the faith and life of Amish and Mennonites. Menno-Hof's multi-image presentations, historical environments and colorful displays take you on a fascinating journey inside the unique world of the Amish and Mennonites. See where the Anabaptists had their beginning in a Swiss courtyard and how they were persecuted for their faith in the dungeon. Travel with the Anabaptists down the cobblestone streets of Holland and board a 17th century sailing boat on a journey to America and freedom.
The Mississinewa Battlefield was the site of the first victory of the United States Army during the War of 1812, on December 17-18, 1812. A 600-man mounted force led by Lt. Col. John B. Campbell attacked and destroyed four British-allied Indian villages. Site of the annual Mississinewa 1812 living history event.

Mounds State Park, located off I-69 east of Anderson, features 10 unique earthworks built by prehistoric Indians known as the Adena-Hopewell people. The largest earthwork, the Great Mound, is believed to have been constructed around 160 BCE. Archaeological surveys indicate the mounds were used as gathering places for religious ceremonies, from where astronomical alignments could be viewed.
Old French House & Indian Museum

1st and Seminary Streets  Vincennes, IN  47591
812-882-7742  800-886-6443

The Old French House is an excellent example of French Creole architecture. Home of Michael Brouillet, built in 1809, and furnished much as it would have been in that period. The Old French House is owned & operated by the Old Northwest Corporation. The Vincennes State Historic Sites provides the interpretation.

Pioneer Village at Spring Mill State Park

3333 SR 60 E  Mitchell, IN  47446
812-849-3534

The restored Pioneer Village, founded in 1814, contains 20 historic buildings to explore. The centerpiece is a 3-story limestone gristmill, built in 1817, that still grinds cornmeal today. Heritage interpreters portray the year 1863 and demonstrate period crafts.

Rotary Jail Museum

225 N Washington Street  Crawfordsville, IN  47933
765-362-5222

The Rotary Jail Museum, built in 1882, was the first of nine rotary jails constructed in the U.S. and is currently the only rotary jail in operating condition. It is listed on the National Register of Historic Places and the Historic American Engineering Record. Sheriff’s residence houses a permanent collection and temporary exhibits of local art.
Construction on the Seiberling Mansion began in October 1889 and was completed in the fall of 1891. The house was built for Monroe Seiberling of Akron, Ohio at a cost of $50,000. The architecture of the house is a mixture of Neo-Jacobean (Queen Anne) and Romanesque Revival styles. It was designed by Arthur LaBelle of Marion, Indiana. Built at the height of the gas boom in Indiana, the house was originally heated and illuminated by natural gas.

The Soldiers & Sailors Monument is Indiana’s official memorial to the Hoosiers that served in the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Frontier Wars and the Spanish-American War.
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<th>Description</th>
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<tr>
<td>Squire Boone Caverns</td>
<td>100 Squire Boone Rd. S.W.Mauckport, IN 47142</td>
<td>812-732-4381</td>
<td>Squire Boone Caverns is a real place in southern Indiana where Squire Boone, younger brother of Daniel Boone, lived and worked. Near Historic Corydon, Indiana in 1815, Squire Boone was laid to rest in a cave at the village that once saved his life by providing him refuge from hostile Indians. One-hour guided cavern tours take you past stalactites, stalagmites, rimstones dams and much more. Look closely into the pools of water for white, blind crayfish, amphopods and isopods. Hear about how Squire and his older brother Daniel Boone discovered the caverns in 1790 and how Squire brought his family back to the beautiful valley to live.</td>
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<td>Site Name</td>
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<tr>
<td>Strawtown Koteewi Park</td>
<td>12308 E. Strawtown Ave Noblesville, IN 46060</td>
<td>317-774-2574</td>
<td></td>
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<tr>
<td>T.C. Steele Site</td>
<td>4220 T.C. Steele Road Nashville, IN 47448</td>
<td>812-988-2785</td>
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Strawtown Koteewi Park has become a hot-bed of archaeological activity in recent years, with students from Ball State University, IPFW, Indiana University and Indiana State University contributing their time to the collection and curation of artifacts found in the park. Researchers have discovered that the major occupancy of this property dates back to 1200-1400 A.D. Artifacts found include arrowheads, pottery and remains of what the occupants may have eaten, including bear and elk. Researchers have also discovered evidence of postholes, storage pits and fire pits that show the location of early villages and huts on the property.

Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters, was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state’s art movement and remains one of Indiana's most honored artists.
In the Battle of Tippecanoe on November 7, 1811, Indiana Territory Governor William Henry Harrison and his force of 1,000 men defeated the Shawnee and their leader Tenskwatawa.

This National Memorial is the climax of a 50 year dream by the crew members who survived the sinking of the cruiser USS Indianapolis in 1945. They worked continually to erect a fitting memorial to their missing shipmates. The Memorial is located at the North end of the Canal Walk. The Memorial is an outdoor site and is available to the public 24 hours a day, seven days a week. Engraved on the South face of the monument are the names of the ship’s company and one passenger who made up her final crew.
**Vietnam and Korean War Memorials**

700 N. Pennsylvania St. Indianapolis, IN 46204

This two-part limestone and granite sculpture by artist Patrick Brunner was created in 1996 to honor casualties of the Korean and Vietnam wars. Composed of two half-cylinders, the concave side of each sculpture includes the names of men and women killed during the war. The convex sides contain excerpts from letters written by Indiana soldiers to their loved ones at home.

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**Vincennes Territorial Capitol**

1 West Harrison Street
Vincennes, IN 812-882-7422

On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory.

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**Wayne County Historical Museum**

1150 N A Street
Richmond, IN 47374 765-962-5756

Comprised of eight buildings on a compact site, the museum is a unique repository of Wayne County and Richmond history from early pioneer life through the industrial revolution into modern times.
The Indiana World War Memorial, begun in 1926 and finished in 1965, is a building commemorating World War I and II veterans. It is 210 feet (64 m) tall, made of Indiana limestone, and based on the Mausoleum of Mausolus. Within it is a military museum. The Plaza also includes the American Legion headquarters, Cenotaph square, an obelisk, and fountains.
### Depth of Knowledge (DOK) Levels

**Level One (Recall)**
- Describe
- Identify
- List
- Label
- Illustrate
- Measure
- Infer
- Categorize
- Collect and Display
- Identify Patterns
- Graph
- Classify
- Separate
- Cause/Effect
- Estimate
- Compare
- Relate
- Use Context Cues
- Summarize
- Show

**Level Two (Skill/Concept)**
- Explain
- Interpret
- Construct
- Modify
- Predict
- Interpret
- Distinguish
- Make Observations
- Differentiate

**Level Three (Strategic Thinking)**
- Formulate
- Hypothesize
- Draw Conclusions
- Cite Evidence
- Use Concepts to Solve Non-Routine Problems
- Investigate
- Compare
- Explain Phenomena in Terms of Concepts
- Show

**Level Four (Extended Thinking)**
- Apprise
- Revise
- Develop a Logical Argument
- Construct
- Appraise
- Miscompare
- Analyze
- Differentiate
- Synthesize
- Analyze
- Evaluate
- Create
- Prove

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**Level One Activities**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two Activities**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent, and interpret data.

**Level Three Activities**
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply a mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

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